

# Report on 1976 Objectives

1976 Objectives	Projected	Done
1. Move into remodeled facility	12/31/75	3/76
2. Firing of new staff	11/24/75	11/75
3. Promotion of staff to Project Teacher	2/1/76	2/76; 9/76
4. Decrease Kindergarten enrollment from 25 to 35	1/76	3/76
5. Decrease After School enrollment from 35 to 30	1/76	3/76
6. Reorganize After School into smaller groups	11/75	2/76
7. More staff development	on-going	on-going
8. Develop parent group more	on-going	on-going
9. Recruit summer children	6/76	6/76
10. Reorganization of program	9/76	9/76

Maria Reimon, bilingual group teacher in the pre-school program was promoted to kindergarten teacher in February. In the summer she was assigned to supervise the Kindergarten and After School projects. That structure will continue. Each smaller grouping (Kindergarten first, second and third grades) has one staff responsible and assistants.

## Family Services

Use of social services and special services have improved in 1976 due to staff changes and more planning with the special services consultant. The Community Mental Health Center at CDMJ has been of invaluable help in staff development and in-parent group counseling services.

Several children with special needs have been referred. Tri-City staff serves as liaison to counsel the parent and maintain continuity for the children.

The Community Services Coordinator is the staff person responsible for following up on teacher referrals and identifying community resources.

#### Nutrition Program

The Food Service staff works closely with teaching staff to encourage the children to learn about new foods and to appreciate them.

Throughout the work of our Nutrition Consultant and Nutrition Committee, emphasis this year has been on removing the use of foods with additives from the menu. Attention is being paid to the preparation of food in the most nutritive way.

The Nutrition Committee has also worked to encourage better eating habits with adults in the program including office staff.

#### Volunteer Program

Volunteers are encouraged. The Policy Committee of the People's Center has a parent participation guideline requiring all parents to give a minimum of 2 hours per week. If parents are students or not working they are expected to give 6 hours per week.

Many parents participate as classroom helpers or as members of committees. Those inactive parents are visited by members of the Policy Committee urging them to be active.

#### Parent Involvement

Parent involvement improved in 1976 largely due to better organization of the teaching staff. Staff made a more concerted effort to maintain personal contact with parents. Parent orientation at the time of enrollment was better done thus initiating parents better into their responsibilities to the program.

The Center Policy Committee (80% parents) is revamping its by-laws as they now gain more experience in what is needed. Each sub-committee which is related to the different program components, is now active.

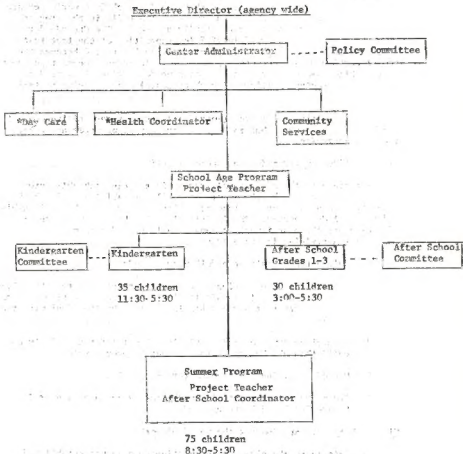
Day Care  
After School  
Kindergarten  
Family Services

Nutrition  
Children's Health Action  
Women's Health Action  
Fund Raising

Tri-City People's Center

Organizational Structure

Crusade for Learning  
Kindergarten and After School Program



\*Funded by other sources

## The Crusade for Learning 1977

The Crusade for Learning Program enables children from kindergarten through elementary grades to have a sound comprehensive educational program. It is designed to reinforce and expand basic learning skills areas that all children in the public school system need. Crusade for Learning also provides experiences that broaden a child's world, create better parent/child relationships, and help the child in the area of responsibility for his community, family and self. The Crusade for Learning Program was started in 1967 in recognition of the fact that children start to show their learning failures by grade 4 because the school curriculum at that stage changes from learning process to content. If the child does not have a sound learning foundation (i.e. reading, speaking, listening, writing and math concepts) he/she begins to fall behind.

The activities are geared toward projects that may utilize concepts taught in the classroom but individual development progress are taken into consideration.

### A. Educational Program (see attached objectives)

The goals of the educational program is to help each child grow and develop in all of his/her learning skills and abilities with high concentration on his/her development in language arts, math, citizenship and physical development. The individual child, his/her needs and rate of growth are the most important considerations in determining curricular activities in these areas.

To achieve these goals the following methods were used:

1. Regular planning sessions with parents to achieve the objectives for each child. (Emphasis is placed on creating a greater degree of teacher/parent partnership in helping children deal with their problems.
2. Careful observation and curriculum planning for each individual child through the use of the anecdotal record system.
3. Use of individual curriculum for each child.
4. Group projects that utilize math and language arts geared toward levels of learning need.

### Citizenship - Preparation for the world of work

In addition to the above, a new curriculum area was established.

Citizenship Curriculum is an area that enables a child to develop his/her own sense of personal worth and responsibility for his/her community.

Projects included regular community clean-up campaigns, periodic cultural events for the parents--such as Christmas programs or Completion Exercises, regular work sessions in Tri-City projects such as collating papers or painting Arity Village parbage cans. Another way of developing the citizenship theme is the use of teams. Teams are a way of helping children learn to work together. Each team is responsible for such tasks as getting the snacks out, daily clean up, getting materials, leading songs and selecting activities.

Developing good table manners and indoor and outdoor voices are other ways of building citizenship.

#### B. Health Program for Kindergarten/After School Children

##### The Tri-City Children's Health Action Project

The Tri-City Children's Health Action Project provides preventive and educational health services for the children in the after school program as well as community children. Emphasis is placed on the importance of the preventive methods. Our objective is to work cooperatively with parents in seeing that the child's health needs are met and that protection is provided against communicable diseases and other health hazards.

Each child receives a complete physical exam by the Pediatric Nurse Practitioner. Each child also receives:

T.B.	blood pressure	speech
lead	diabetes	hearing
hemoglobin	height/weight	vision

Parents receive counseling during and after the exam including an explanation of screenings and tests done. Individual health records are kept on each child. This record contains information on family and child medical history, results of exams and testing done and record of immunizations. These records are kept on file at the health office. A copy of immunization records are also kept in the teacher's file.

##### Health staff

Kenneth Marius, M.D. - Consulting Physician

Mercedes Perkins, R.N. - Pediatric Nurse Practitioner

Hazel Clarke, B.S. - Community Health Coordinator

Lottie McElvey

Mercedes Serrano - Health Block Workers

Theresa Simmons

First Aid Certified Staff - Marion Holland

Kathy Henderson

### C. Staff Development

Historically, the goals and philosophy of Tri-City have been geared toward community self-development. In keeping with this philosophy, the largest percentage of our staff has been local community persons. Both training and experience of staff to a great degree, has been varied and limited. We discovered that even with those possessing an academic degree and techniques that they were lacking in skills and attitudes to relate to the Tri-City philosophy for community development.

Therefore, our plan has been to develop a method that would bring both the skilled and the unskilled to a practical and unified sense of direction to achieve this goal.

We are convinced that the only approach toward helping children develop to their maximum potential is through a careful study of each individual child.

Our plan for individual staff development for 1976 has already begun. Through careful day to day observations, daily record keeping of the child's parent's behavior, regular conferences with all staff who are involved with the child, including the staff nurse and psychological consultant we are able to provide a learning program geared to the individual child.

We believe that the same kind of individual attention is needed to help staff members perform on the highest level.

Supervisors are required to direct and observe each person for whom they are responsible, hold weekly conferences designed to provide information as to the staff person's level of performance. Together, both parties are to agree on a plan for development in those areas where development is needed. Progress is noted in the weekly conferences and further plans for development are set up.

Further attention is given to staff development on a supervisor to supervisor level at a weekly session. Supervisors bring to the supervisory session any problems encountered to developing a staff member. The group then decides on a role that it can play in developing the particular staff person. Staff development in essence is everybody's responsibility.

Often a plan for a particular staff person's development includes outside resources such as attendance at a workshop or conference, or enrollment in school, that is worked out on a released time basis, if necessary.

#### D. Family Services

Major objective in 1977 is to develop a Child Study Team to more efficiently follow up on children with special needs.

We also expect to work in the newly developing CES (Children's Emergency Services) designed to help abused and neglected children.

The Family Services Committee is working on a plan to help parents become more effective in child rearing.

#### E. Nutrition (see menu attached)

The Nutrition Committee will continue to work with staff to upgrade the preparation of food. Efforts to remove all foods with additives or other questionable elements will continue.

More information and counseling will be given to parents urging them to insist on good eating habits at home. Our campaign against candy and sweets will also continue.

The Children's Health Action Project has now added a Nutrition Consultant who is counseling parents on food preparation and menus, especially for children with nutrition related problems.

F. Volunteer Program - will continue as projected in 1976. The Policy Committee will monitor parent participation as volunteers and seek ways to include more parents.

#### G. Parent Involvement

The Board of Directors has delegated decision making powers to the Center Policy Committee which is comprised of 80% parents. The chairperson of the Policy Committee also serves on the Board of Directors.

Each program component has a parent committee; thus there is a kindergarten and an after school committee. Each committee elects a convener and a representative to the Policy Committee. Some of the policy making duties parents perform are:

1. Setting goals and objectives for the program
2. Setting standards for parent volunteer requirements
3. Setting criteria for children's acceptance into the program

#### 4. Screening and hiring staff

#### 5. Reviewing and evaluating total program

Classroom participation is another form of parent involvement that is always encouraged. Many parents participate in the program as employees while others serve as volunteers or observers. Classroom participation is an important way for parents to learn how to work educationally with their children at home. All volunteer time whether it takes place in the classroom or not is recorded. One method of determining a parents eligibility for continued use of the services of the program is based on the amount of volunteer time contributed.



### Tri-City People's Center Policy Committee

Emma Moore, Chairperson, representative to Board of Directors

Dorothy Wise, Vice-Chairperson

Maggie Harris, Secretary

#### Members

Luz Mervis

Barbara Bertschy

Beulah Miller

Cassandra Gold

Joyce White

### Kindergarten

Ethel Malloy, Convener

Luz Mervis, Policy Committee representative

#### Members

Jacqueline Harris

Sandra Ray

Diana Mitchell

Julia Medina

Lois Lucas

### After School

Barbara West, Convener

- - - Policy Committee representative

#### Members

Theresa Simmons

Lottie McFelvey

Beulah Miller

Debra Banks

Gloria Melvin

### Fund Raising

Debra Banks, Convener

Emma Moore, Policy Committee representative

#### Members

Jerline Jones

Annie Davis

Vaundine Hatcher

Alma Purvis

### Family Services

Alecia Duncan, Convener  
Cassandra Gold, Policy Committee representative

#### Members

Pauline Gundy  
Simone Prinvil  
Norella Harris  
Vera McMillan

### Food & Nutrition

Marie Pierre-Louis, Convener  
Beulah Miller, Policy Committee representative

#### Members

Sandra Seigner  
Gloria Turner  
Nellie Taylor

### Children's Health Action

Belvin Perez, Convener  
- - - , Policy Committee representative

#### Members

Hazel May  
Simone Prinvil  
Cynthia Rose  
Loretta Lawrence

### Women's Health Action

Alice Richards, Convener  
Barbara Bertschy, Policy Committee representative

#### Members

Julia Scott  
Ruth Lyble  
Nexaida Serreno  
Rebecus Andrade

Tri-City People's Center Policy Committee

Admissions Policies

1. Family Income must meet Title XX guidelines.
2. Priority of Title XX slots given to parents not related to public agencies since non Title XX slots are available for people who can "afford" to pay (applies to pre-school only).
3. Parents must be working or attending school/training program.
4. Extenuating Circumstances
  - a) English not spoken in the home. Spanish speaking children will be placed immediately unless they make up 1/3 of the enrollment.
  - b) referrals from D.Y.F.S. of abused or neglected
  - c) severe family circumstances
5. Priority is given to children within walking distance of center.

Tri-City  
November 1976

**Total Program Funding Information**

Total Number of children: 65 Summer: 75 children

Total operational cost: \$121,500

Cost per child per week

<u>Kindergarten</u> - \$40.00 per week	
35 children x 42 weeks x \$40.00 =	\$58,800
<u>After School Grades 1-3</u> - \$20.00 per week	
30 children x 42 weeks x \$20.00 =	25,200
<u>Summer</u> - \$50.00 per week	
75 children x 10 weeks x \$50.00 =	37,500
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TOTAL	\$121,500

Amount of money requested: \$121,500

**Budget Preparation**

Relevant Justification

1. Personnel Category

- Salaries for Center Administrator, Community Services Coordinator, Administrative Assistant, Maintenance and Food Service Worker are shared.
- Volunteer Record Form - volunteers are not used to meet staff/child ratio but parents and other volunteers are encouraged to participate on all levels of the program.
- Staff members who have received First Aid Training:

Loretta Lawrence, Office Coordinator  
Mercedes Fernandez, Day Care Teacher Assistant  
Marian Holland, Teacher Assistant  
Gloria Turner, Teacher Assistant

2. Consultant and Contract Services

No unusual costs

Tri-City  
November 1976

3. Transportation  
XXXXXX
4. Space Cost  
No increase
5. Utilities  
No increase
6. Food Costs  
Will be attributed to Child Nutrition Program  
(U.S.D.A.)
7. Classroom Supplies  
Partial costs
8. Other Supplies  
Shared costs
9. Equipment Rental  
Not applicable
10. Other costs

Tri-City  
Kindergarten - After School - Summer  
Budget Summary

	Kindergarten	After School	Summer	Total
Salaries	39,771.	18,860.	22,417.	81,049.
fringe Benefits	5,966.	2,363.	3,141.	11,469.
	<hr/>	<hr/>	<hr/>	<hr/>
Sub-total	45,737.	21,223.	25,558.	92,518.
Consultant/Contracts	1,061.	236.	1,150.	2,447.
Transportation	580.	0	6,342.	6,922.
Space Costs	7,500.	2,500.	2,000.	12,000.
Utilities	1,200.	500.	300.	2,000.
Food Costs	0	0	0	0
Classroom Supplies	735.	100.	1,000.	1,835.
Other Consumables	1,300.	300.	900.00	2,500.
Equipment Rental	0	0	0	0
Other Costs	687.	341.	250.	1,278.
				<hr/>
				121,500.

## Vindersartan - After School - Summer

Budget - 1977

	Vindersartan	After School	Summer	Total
Center Administrator	6 000.	3 000.	3 000.	12 000.
Project Teacher	6 057.76	2 019.26	1 923.10	10 000.12
Community Services Coord.	1 837.50	1 837.50	875.	4 550.
Administrative Assistant	3 473.08	868.04	1 033.60	5 374.72
Maintenance Worker	2 060.80	1 030.40	736.	3 827.20
Food Service Worker	0	0	0	0
Food Service Assistant	2 520.	0	600.	3 120.
2 Teacher Assistants	9 757.44	0	2 904.	12 661.44
2 Teacher Assistants	8 064.	0	2 400.	10 464.
1 Study Helper	0	3 637.20	866.	4 503.20
1 Study Helper	0	3 360.	800.	4 160.
2 Study Helpers	0	0	2 800.	2 800.
Summer Van Driver	0	0	1 500.	1 500.
Outdoor Instructor	0	0	1 500	1 500.
TOTAL SALARIES	39 770.58	15 752.40	20 937.70	76 460.68
Fringe Benefits (15%)	5 965.58	2 362.86	3 140.66	11 469.10
SUB-TOTAL	45 736.16	18 115.26	24 078.36	87 929.78
Work Study Volunteer Stipend				
100 hrs. x .74 x 42 wks	0	3 108.	0	3 108.
200 hrs. x .74 x 10 wks.	0	0	1,480.	1,480.
PERSONNEL TOTAL	45 737.	21 223.	25 558	92 517.

Kinderparten - After School - Summer  
Budget - 1977 (Continued)

	Kinderparten	After School	Summer	Total
<b>Consultants/Contracts</b>				
Auditing	400.	100.	200.	700.
Legal Fees	200.	0	200	400.
Psychological Services	461.	136.	750.	1,347.
	<hr/> 1 061.	<hr/> 236.	<hr/> 1 150.	<hr/> 2 447.
<b>Transportation</b>				
Field Trips	300	0	3,882.	6,182.
Admission fees (65 children x \$6.00)	0	0	390.	390.
Staff travel	280. (14¢ x 200 mi.) x 10 mo.	0	70. (14¢ x 250 mi.) x 2 mo.	350.
	<hr/> 580.	<hr/> 0	<hr/> 6 342.	<hr/> 6 922.
<b>Space Costs</b>	7 500 (\$750 x 10 mo)	2 500. (\$250 x 10 mo)	2 000. (\$1,000 x) 2 mo.	12,000.
<b>Utilities</b>	1 200. (\$120 x 10 mo)	500. (\$50. x 10 mo)	300. (\$150 x) 2 mo.	2,000.
<b>Food Costs</b>	0	0	0	0
<b>Classroom Supplies</b>	735.	100.	1,000	1,835.
Kdr - 50¢ x 35 children x 42 wks.				
After School - 84¢ x 30 children x 42 wks.				
Summer - \$500 x 2 mos.				
<b>Other Consumables</b>				
Office	300.	100.	200.	600.
Maintenance	250. (\$25 x 10 mo)	100. (\$10 x 10 mo)	200. (\$100 x 2 mo)	550.
Vehicle Upkeep	750 (\$75 x 10 mo)	100 (\$10 x 10 mo)	500 (\$250 x 2 mo)	1,350.
	<hr/> 1,300	<hr/> 300	<hr/> 900	<hr/> 2,500.



Kindergarten - After School - Summer  
Budget - 1977 (Continued)

	Kindergarten	After School	Summer	Total
Equipment Rental	0	0	0	0
Other Costs				
Insurance	500.	300.	200.	1,000.
Postage	75.	41.	50.	166.
Conference Fees	( $27.50 \times 10 \text{ mo}$ ) 112.	( $64.10 \times 10 \text{ mo}$ ) 0	( $\$25 \times 2 \text{ mo}$ ) 0	112.
	<hr/> 687.	<hr/> 341.	<hr/> 250.	<hr/> 1,278.
GRAND TOTAL	58,800.	25,200.	37,500.	121,500.